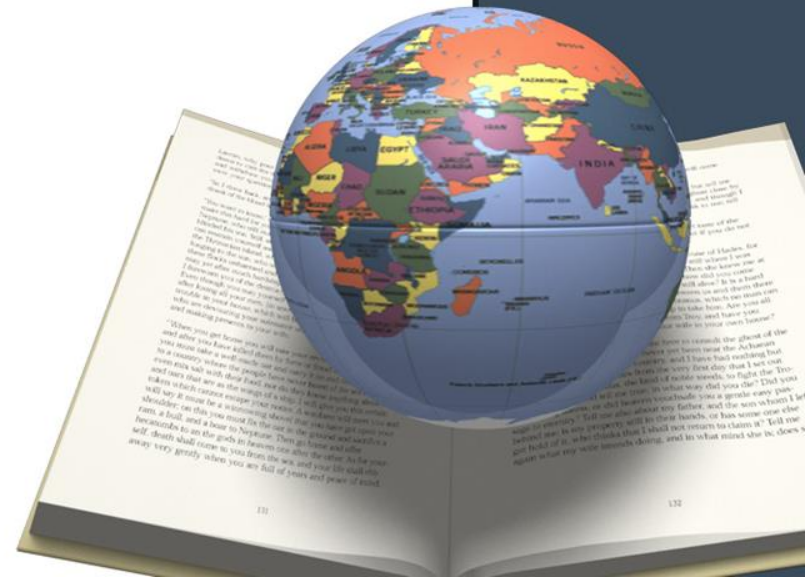


ELA Common Core

Georgia's Common Core State Standards

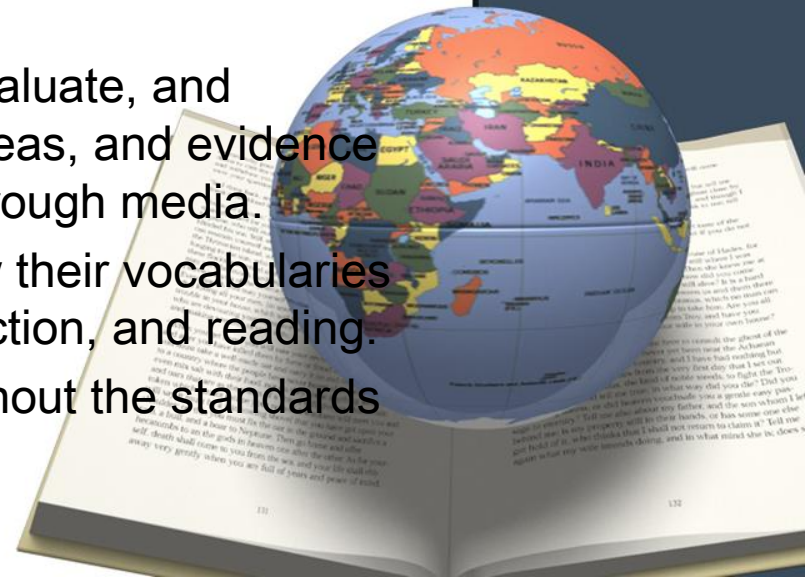


Anticipation Guide



CCGPS Expectations

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school.
- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading.
- Media and technology are integrated throughout the standards

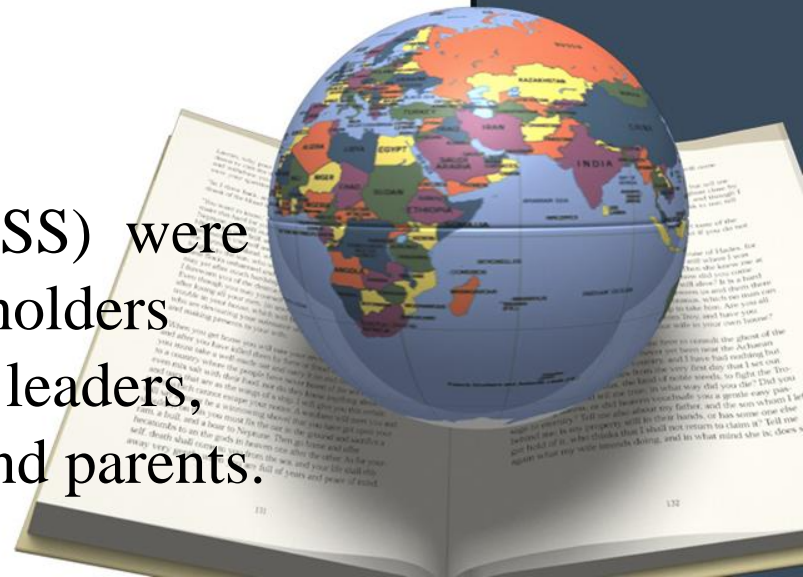


What are Common Core State Standards (CCSS)?

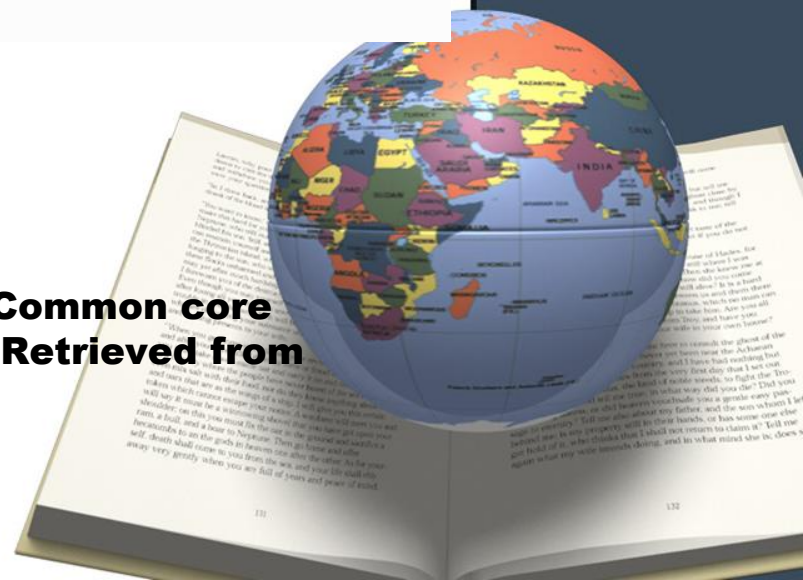
Shared K-12 learning expectations for students in English-language arts and mathematics.

Result of state-led effort coordinated by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO).

Common Cores State Standards (CCSS) were developed with a variety of stakeholders including experts, state education leaders, teachers, school administrators, and parents.



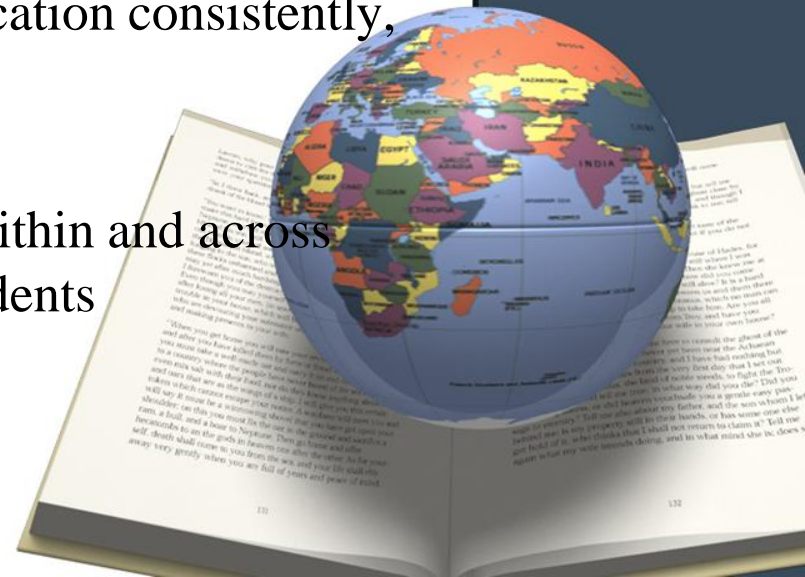
Council of the Great City Schools (2013, Jan 30). Common core works: From the page to the classroom. Retrieved from <http://www.cgcs.org/Page/334>.



What is the Need for Common Standards?

Common standards will help ensure:

- That all students across the country are prepared for success in postsecondary education and the workforce
- That students receive a high quality education consistently, from school to school and state to state.
- An opportunity to share best practices within and across states to improve the ability to serve students



Do Standards Limit Flexibility to Tailor Individualized Instruction?

NO! Common Core Standards are based on knowledge and skills designed for student success.

Local teachers, principals, superintendents, and school boards will continue to make decisions regarding the curriculum.

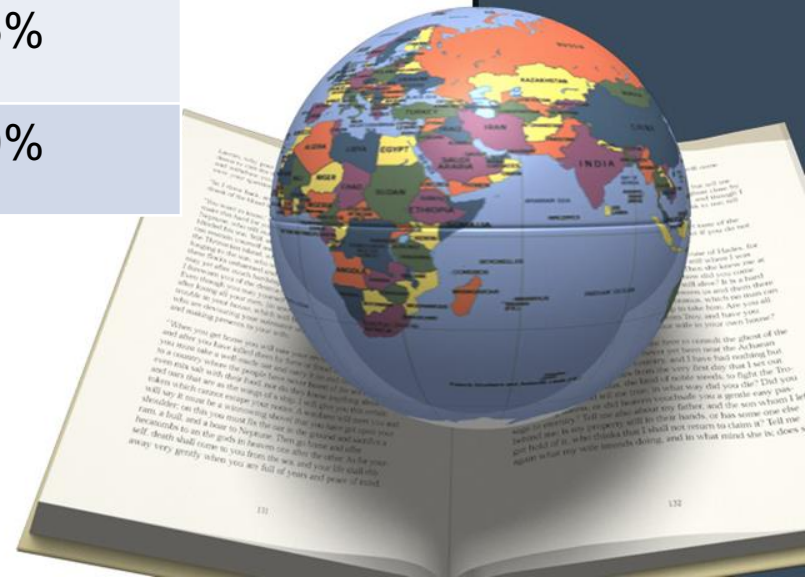
Teachers use standards for creating lesson plans which determine what knowledge and skills individual students will need.



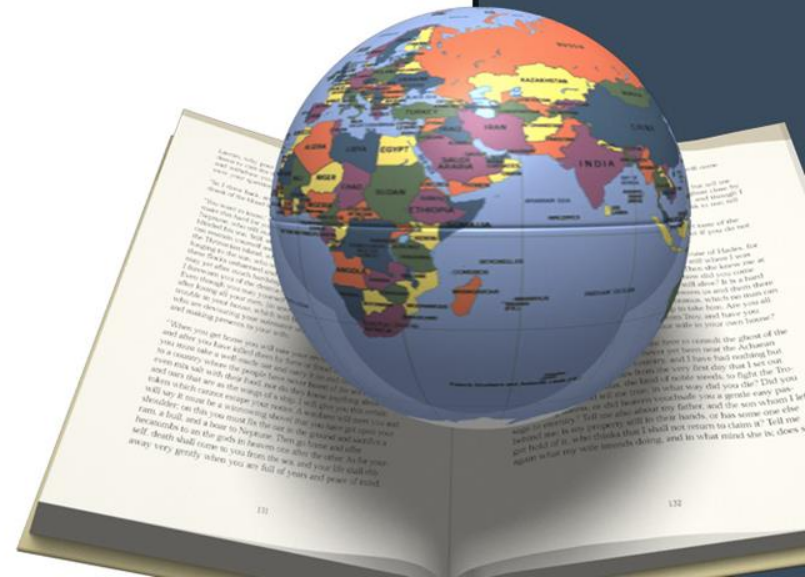
Three Big Shifts in ELA

1. Building content knowledge through (reading) rich nonfiction.

Grade	Fiction (Literary)	Non-Fiction (Informational)
4	50%	50%
8	45%	55%
12	30%	70%



2. **Knowledge in the Disciplines** - Reading, writing, and speaking grounded in **evidence from the text**, both literary and informational.
3. **Staircase of Complexity** - Regular practice with **complex text** (close reading) and its **academic language**

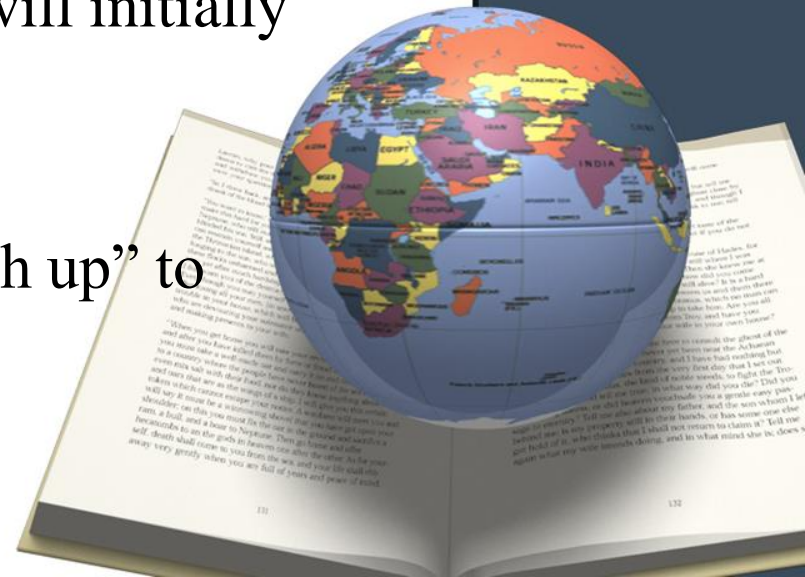


How Will the New Standards Affect Student Scores?

Lower test scores will not mean students know less than they did the year before.

New standards require a higher level of mastery of information and concepts which will initially impact student scores.

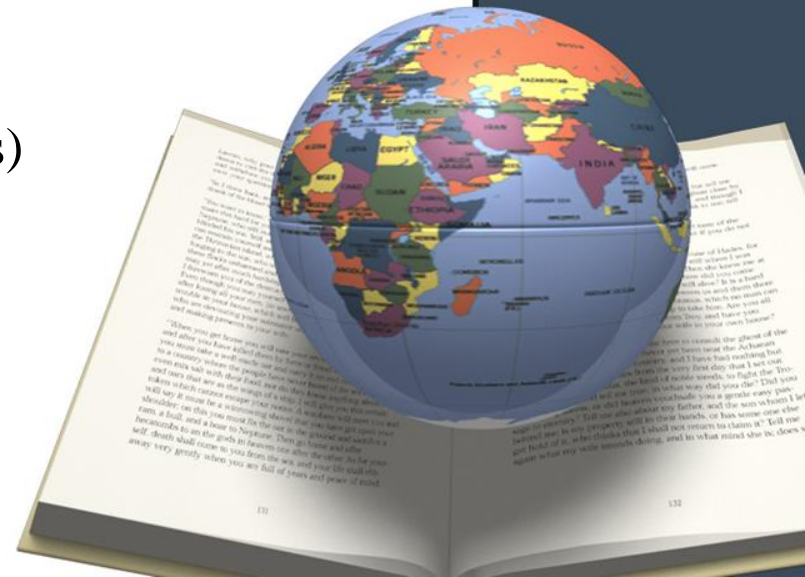
It will take time for students to “catch up” to the rigor.



Reading Standards include exemplar texts that illustrate appropriate level of complexity by grade:

- Stories and literature
- Poetry
- Informational texts

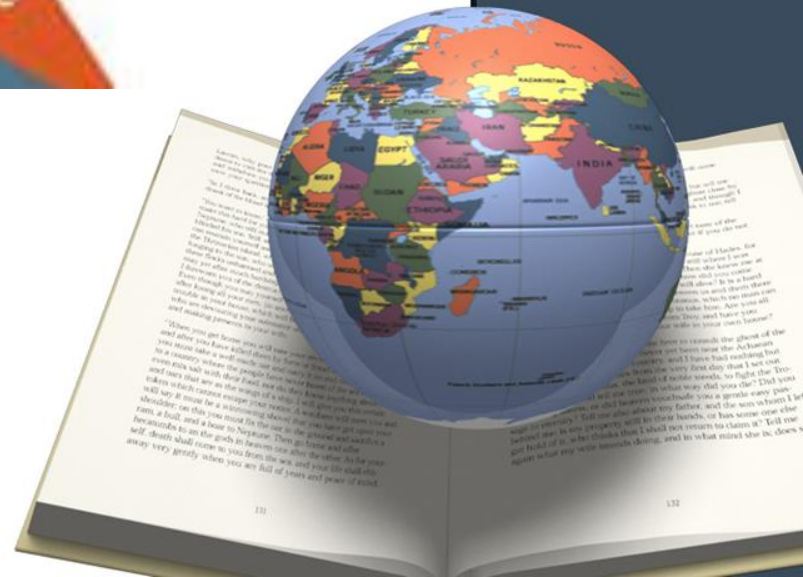
(See [Appendix B](#) for reading exemplars)



Three Part Model for Measuring Text Complexity



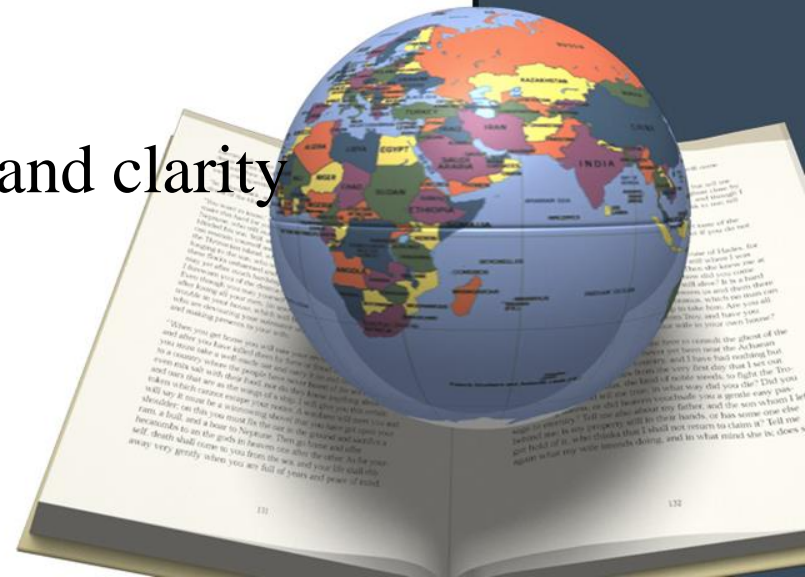
- Qualitative dimensions
- Quantitative dimensions
- Reader and task considerations



Qualitative Dimensions of Text Complexity

Best measured or only measurable by an **attentive human reader**

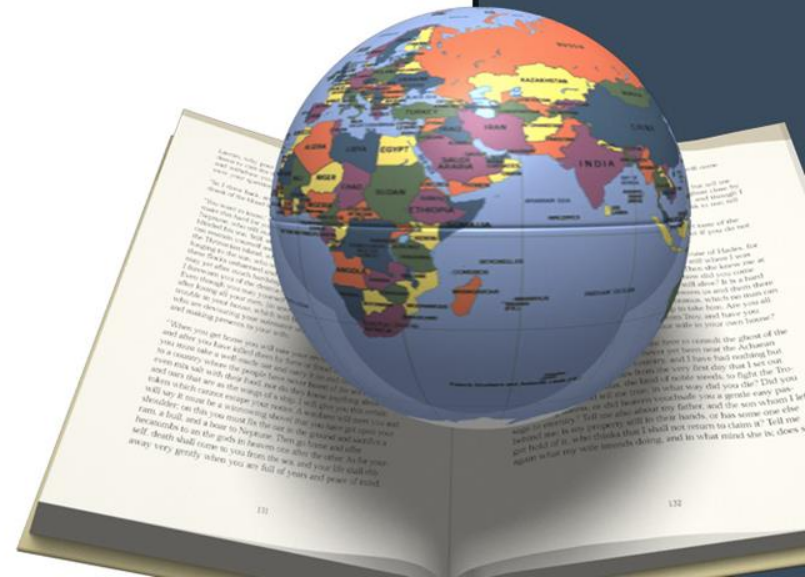
- Levels of meaning or purpose
- Structure
- Language conventionality and clarity
- Knowledge demands



Quantitative Dimensions of Text Complexity

Refer to **aspects of text complexity** that are difficult if not impossible for a human reader to evaluate efficiently:

- Word: length or frequency
- Sentence length
- Text cohesion



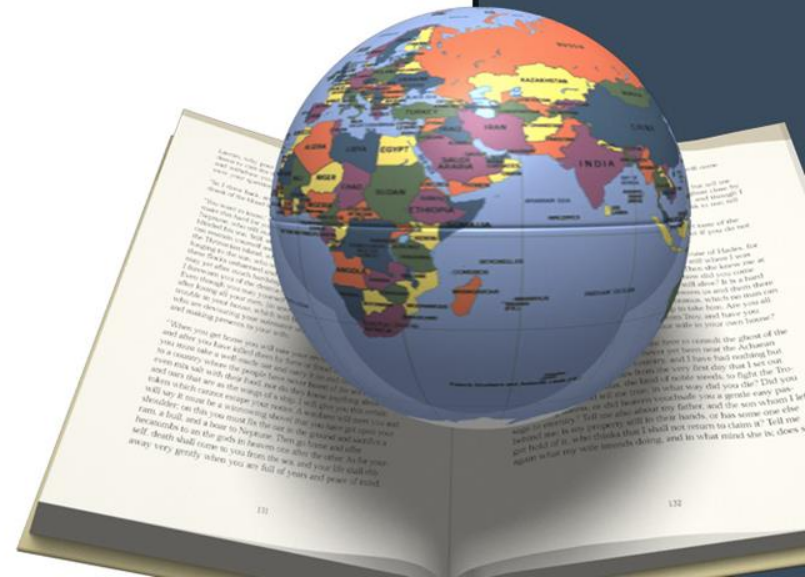
Reader and Task Considerations

Variables specific to particular **readers**:

- **motivation**
- **knowledge**
- **experiences**

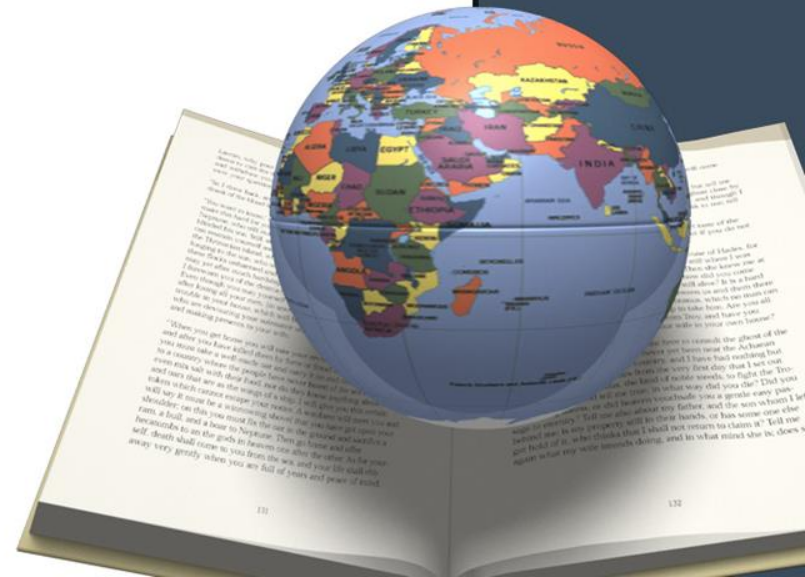
Variables specific to particular **tasks**:

- **purpose of the task**
- **complexity of the task**
- **questions posed**



Overview of the Reading Strand

- **Progressive development** of reading comprehension
- Grade-level texts that are of appropriate **difficulty** and **increasingly** sophisticated



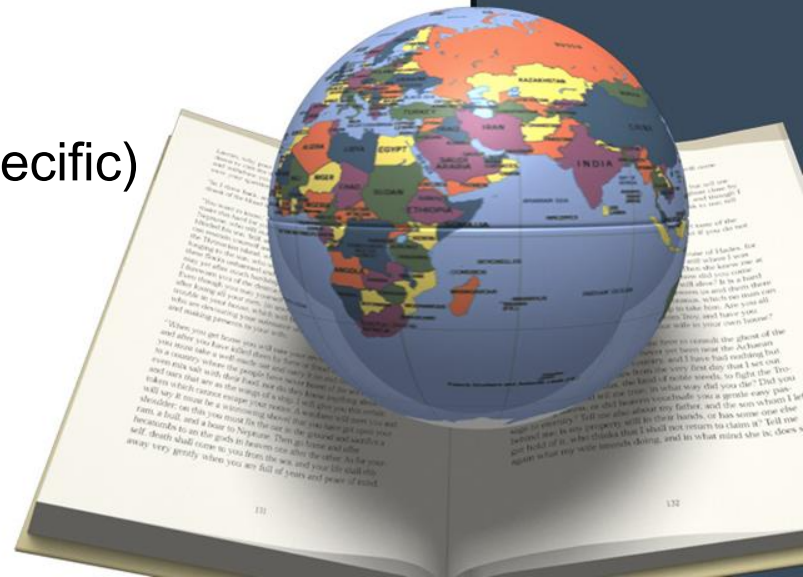
Standard Bands and Domains

Domains

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge
- Range of Reading and Level of Text Complexity

Grade Bands:

- 2-3, 4-5 (Comprehensive)
- 6-8, 9-10, 11-CCR (Content Area-Specific)



Reading Standards for Literature K-5

Grade 3 students:

Grade 4 students:

Grade 5 students:

Key Ideas and Details

- | | | |
|---|---|--|
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. | 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |

Craft and Structure

- | | | |
|--|---|---|
| 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| 6. Distinguish their own point of view from that of the narrator or those of the characters. | 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | 6. Describe how a narrator's or speaker's point of view influences how events are described. |

Example of Grade Level Progression in Reading

CCR Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

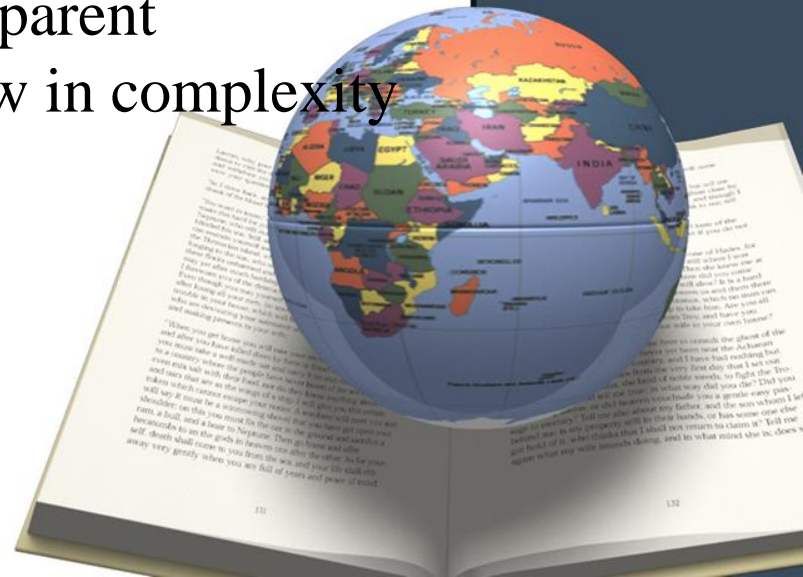
Reading Standards for Literature	Reading Standards for Informational Text
Grade 3: <u>Describe</u> characters in a story (e.g., their traits, motivations, or feelings) and <u>explain</u> how their actions contribute to the sequence of events.	Grade 3: <u>Describe</u> the <u>relationships</u> between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Grade 7: <u>Analyze</u> how particular <u>elements</u> of a story or drama <u>interact</u> (e.g., how setting shapes the characters or plot)	Grade 7: <u>Analyze</u> the <u>interactions</u> between <u>individuals, events, and ideas in a text</u> (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Grades 11-12: <u>Analyze</u> the <u>impact</u> of the author's <u>choices</u> regarding how to <u>develop and relate elements of a story or drama</u> (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Grades 11-12: <u>Analyze</u> a complex set of ideas or sequence of events and <u>explain</u> how <u>specific</u> individuals, ideas, or events <u>interact and develop</u> over the course of the text.

Standards Progression Activity

- You have been given all of the literacy standards from **one domain**, cut up by standard.
- Place the standards in ascending order by **grade band**.

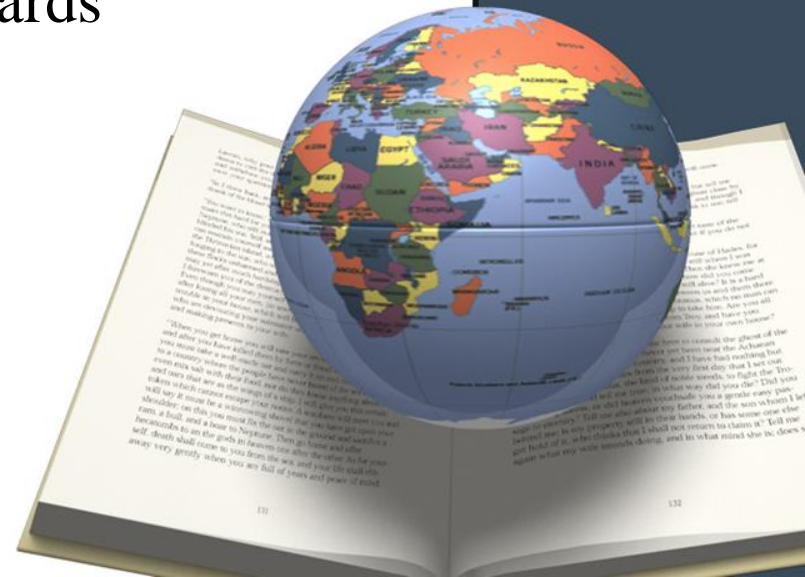
When you finish:

- Write a brief letter to a colleague/parent explaining how the standards grow in complexity from grade level to grade level.



Unpacking Standards:

- Read the standards given to you. Create a tree map or chart that identifies the following:
 - **Concepts** required to meet
 - **Skills** needed to meet
 - **Evidence of mastery** of standards
 - **Teacher** support needed.



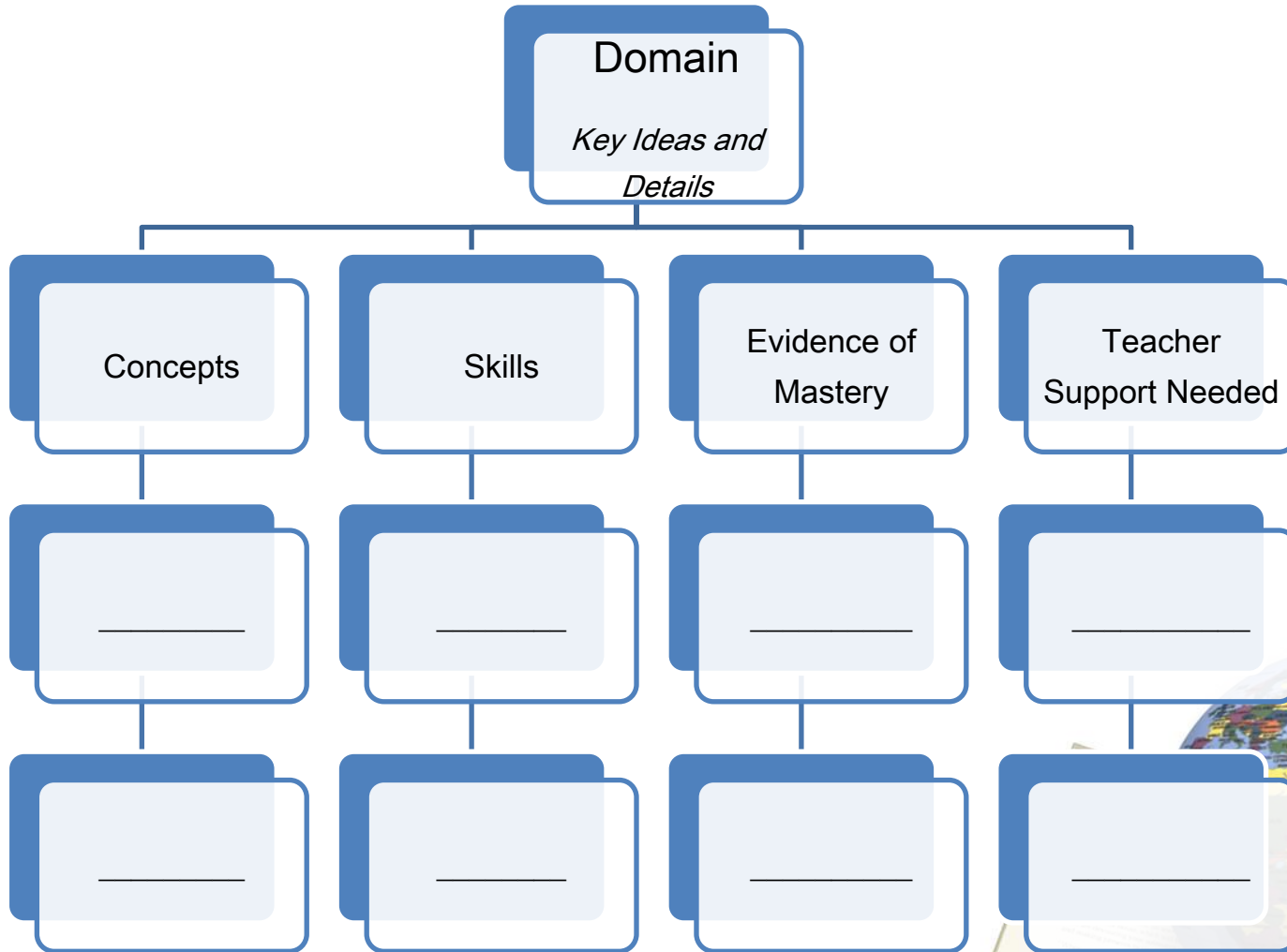
A globe showing the Americas, with labels for Canada, United States, Mexico, and various Central American countries. The globe is positioned over an open book with text from the Bible. The text on the left page is from the Book of Job, chapter 13, verses 1-17. The text on the right page is from the Book of Job, chapter 13, verses 18-27. The globe is tilted, showing the Americas from a perspective that includes parts of Europe and Africa. The colors of the continents are: North America (pink), South America (orange), Africa (yellow), and Europe (light blue). The oceans are a deep blue. The globe is set against a dark background. The open book is white with black text. The text is in a serif font. The globe is a simple, stylized representation of the Earth. The book is open to two pages, showing the text clearly. The overall image is a composite of a globe, a book, and text, likely representing a study or a lesson in geography and literature.

Domain: Key Ideas and Details			
Concepts	Skills	Evidence of Mastery	Teacher Support Needed
What Makes a good Question?	How to Connect a Text to an Answer	Multi-sentence answer that explains the main idea of the text with a summary or a quote	Strategies for teaching questioning skills
Main Idea	Writing different types of questions		

Teacher Support Needed

Strategies for teaching questioning skills

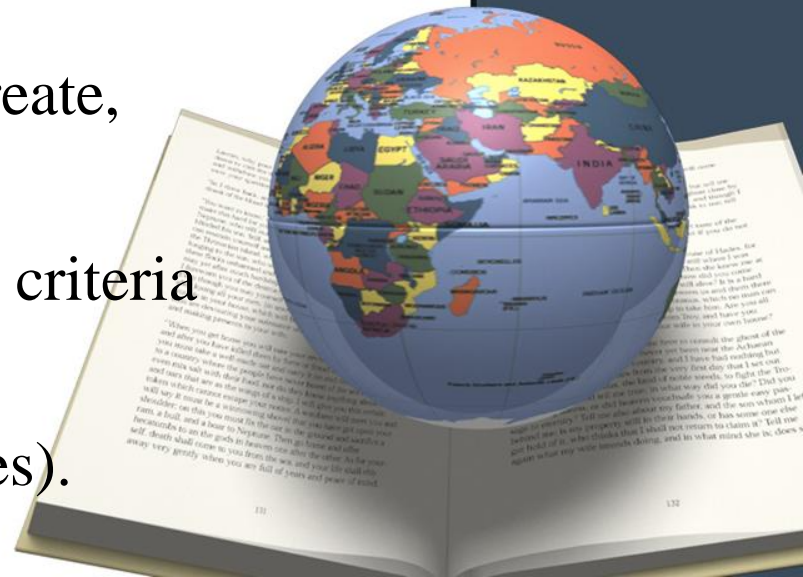
Writing different types of questions



Overview of Writing Strands

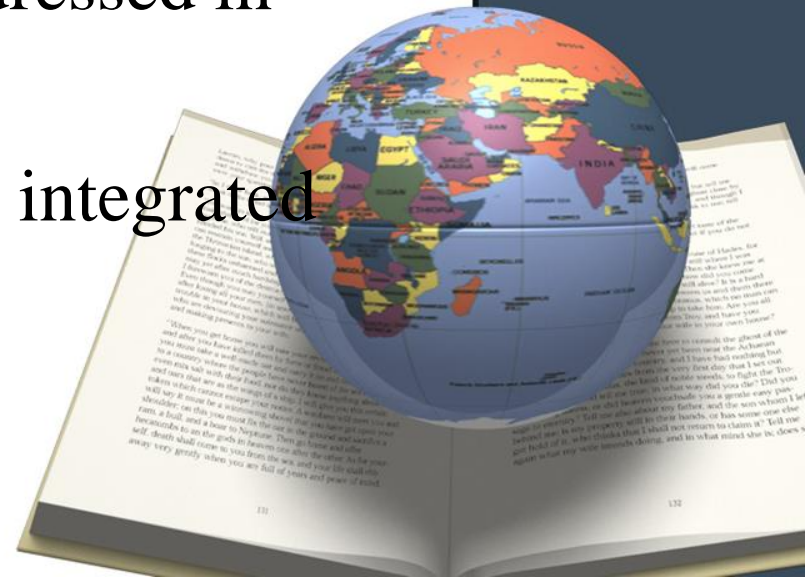
- Compose **arguments and opinions**, informative/explanatory pieces, and narrative texts
- Use of **reason and evidence** to substantiate an argument or claim
- Conduct **research** – short projects and sustained inquiry
- Incorporate **technology** as they create, refine, and collaborate on writing
- Writing samples that illustrate the criteria required to meet the standards

(See [Appendix C](#) for writing samples).



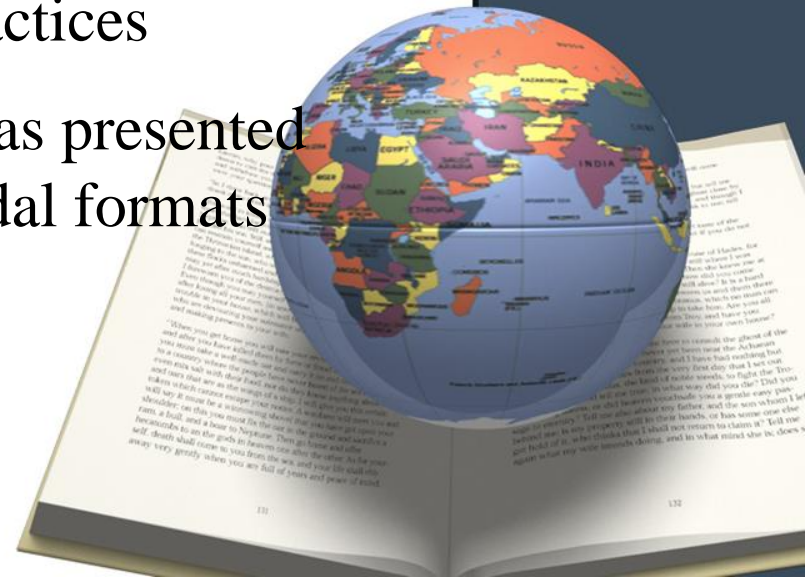
Overview of Language Strand

- **Conventions** for writing and speaking
- **Vocabulary** acquisition through a **mix** of direct instruction (modeling), conversation, and reading
- **Speaking and listening** addressed in context of reading, writing
- **Media and Technology** are integrated throughout the CCSS



Overview of Speaking and Listening Strand

- Speaking and listening in a **range of settings**, both formal and informal –
academic
whole-class discussions
small-group
- Effective **communication** practices
- **Interpretation and analysis** as presented through oral, visual, multimodal formats

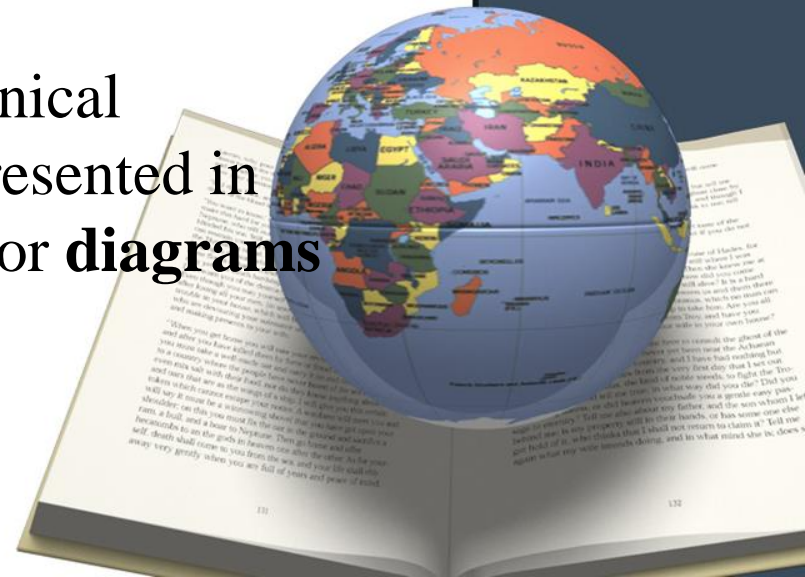


Reading Standards for History/Social Studies, Science, and Technical Subjects

Knowledge of domain-specific vocabulary

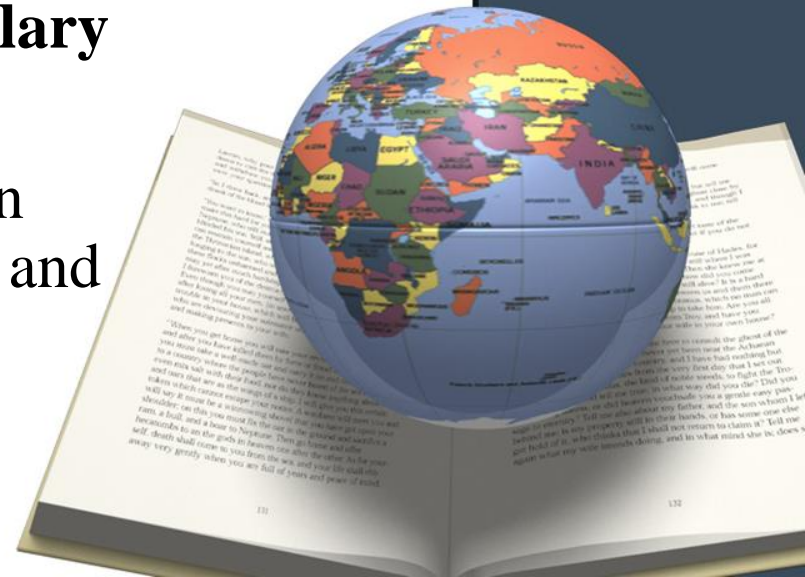
Analyze, evaluate, and differentiate primary
and secondary sources

Synthesize quantitative and technical
information, including facts presented in
maps, timelines, flowcharts, or diagrams



Writing Standards for History/Social Studies, Science, and Technical Subjects

- Write **arguments** on **discipline-specific** content and informative/explanatory texts
- Use of data, evidence, and reason to **support arguments and claims**
- Use of **domain-specific vocabulary**
- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12



Support Documents for ELA Common Core Standards

English Language Arts Appendix A

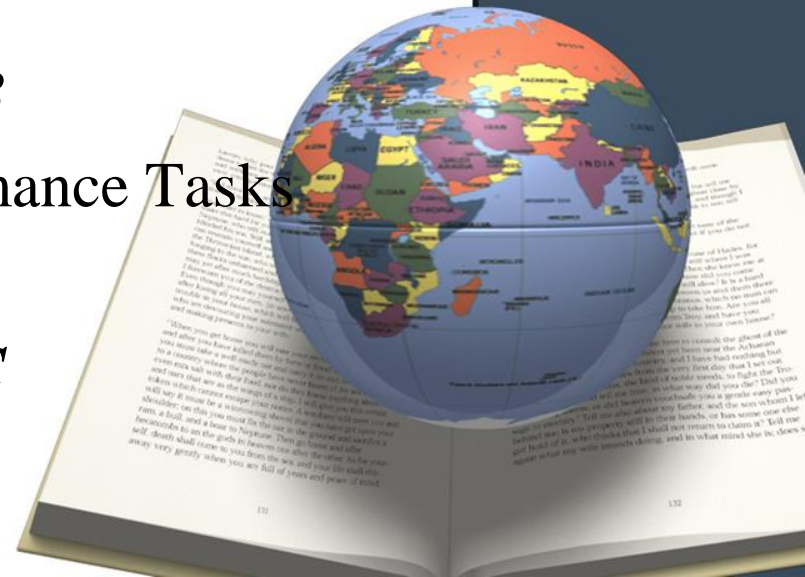
- Research Supporting Key Elements of the Standards
- Glossary of Key Terms

English Language Arts Appendix B

Text Exemplars and Sample Performance Tasks

English Language Arts Appendix C

Samples of Student Writing





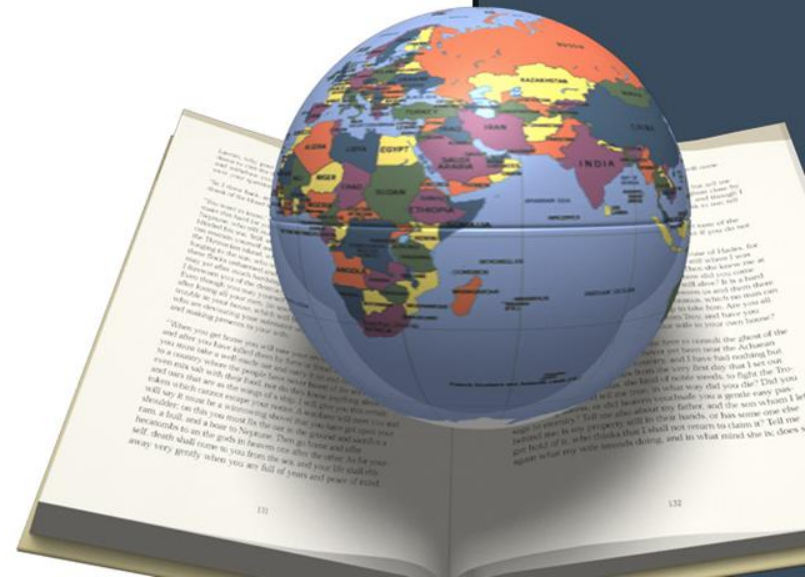
The Lexile Framework for Reading



MetaMetrics (2013, Jan 30). Lexile overview video. Retrieved from: <http://www.lexile.com/about-lexile/lexile-video/>

Lexile on Standardized Tests

- Understanding Lexiles allows educators to forecast the level of comprehension a reader is expected to experience with a particular text.
- Learning occurs best when the text material can be comprehended at a 75% rate.



Classroom Lexile

Grade Level

Classroom Lexile Performance

10



■ < 1110
■ 1110 - 1310
■ > 1310

12



■ < 1210
■ 1210 - 1360
■ > 1360

Student Lexile Scores



★ Sims, Camren T.
■ Stretch Lexile Range

Lexile Range

1700L

1600L

1500L

1400L

1300L

1200L

1100L

1000L

900L

800L

700L

600L

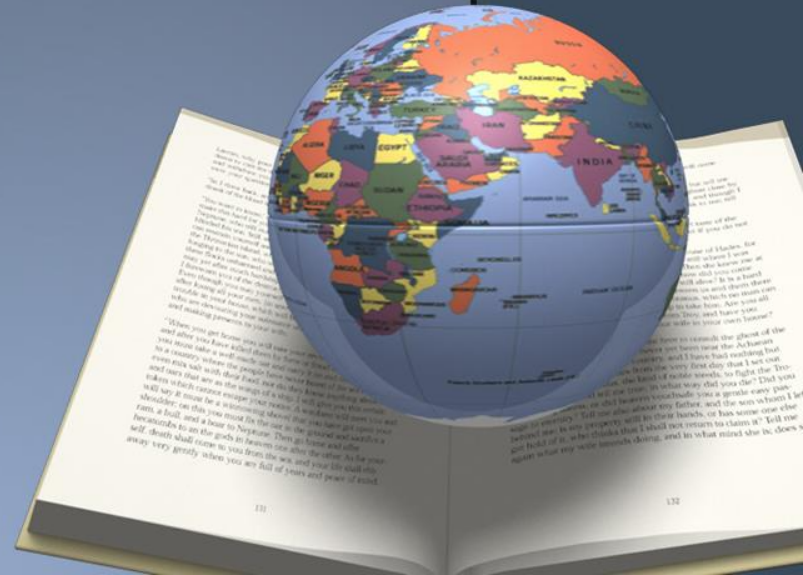
500L

400L

300L

200L

- Range from 200L to 1700L
- Below 200L represents beginning-reading material
- May have a score of 100 or a code of BR



Lexile Codes

AD: Adult Directed

NC: Non-Conforming

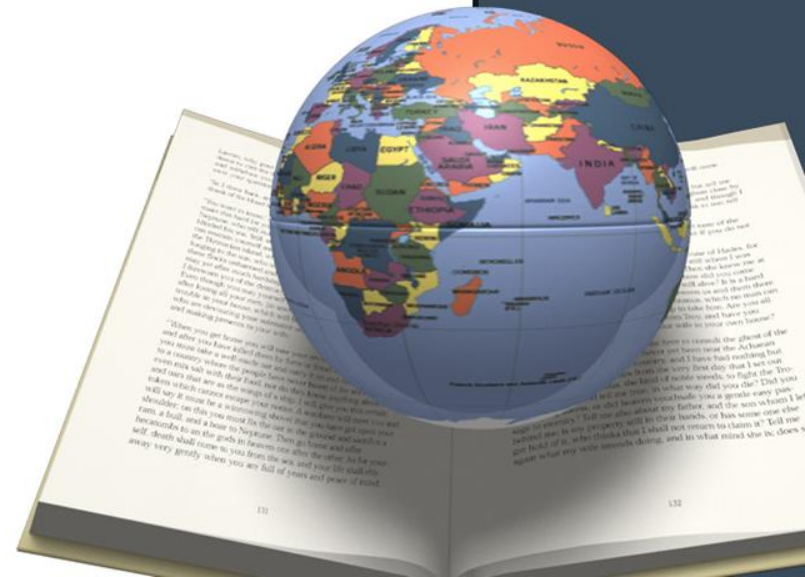
HL: High-Low

IG: Illustrated Guide

GN: Graphic Novel

BR: Beginning Reading

NP: Non-Prose

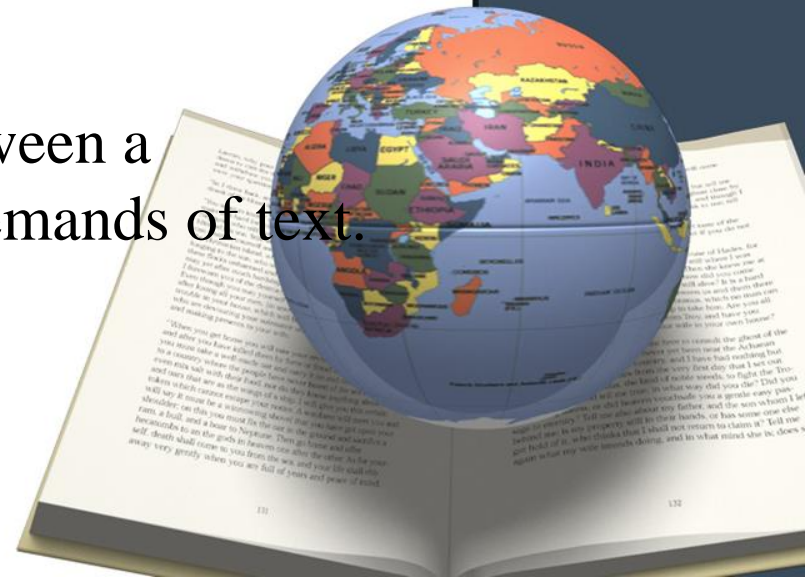


Lexile/Common Core Standards

In the last 50 years, K-12 textbooks have become increasingly easier to read.

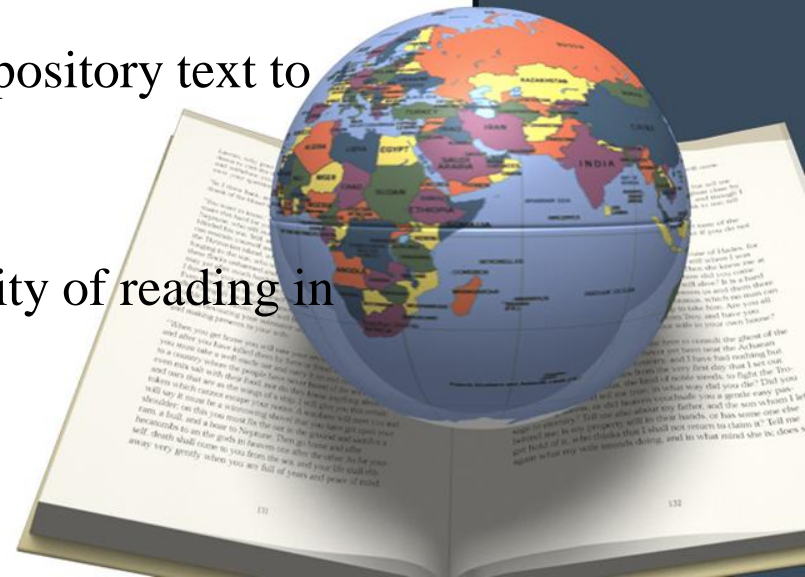
At the same time, post-secondary textbooks have become increasingly more difficult to read.

This has caused a significant gap between a student's reading ability and the demands of text.



Before Common Core

- Students were asked to read very little expository (informational) text, yet much research supports the conclusion that:
 - Expository text is harder for most students to read than narrative text
 - Students need sustained exposure to expository text to develop important reading strategies
 - Expository text make up the vast majority of reading in college and the work place

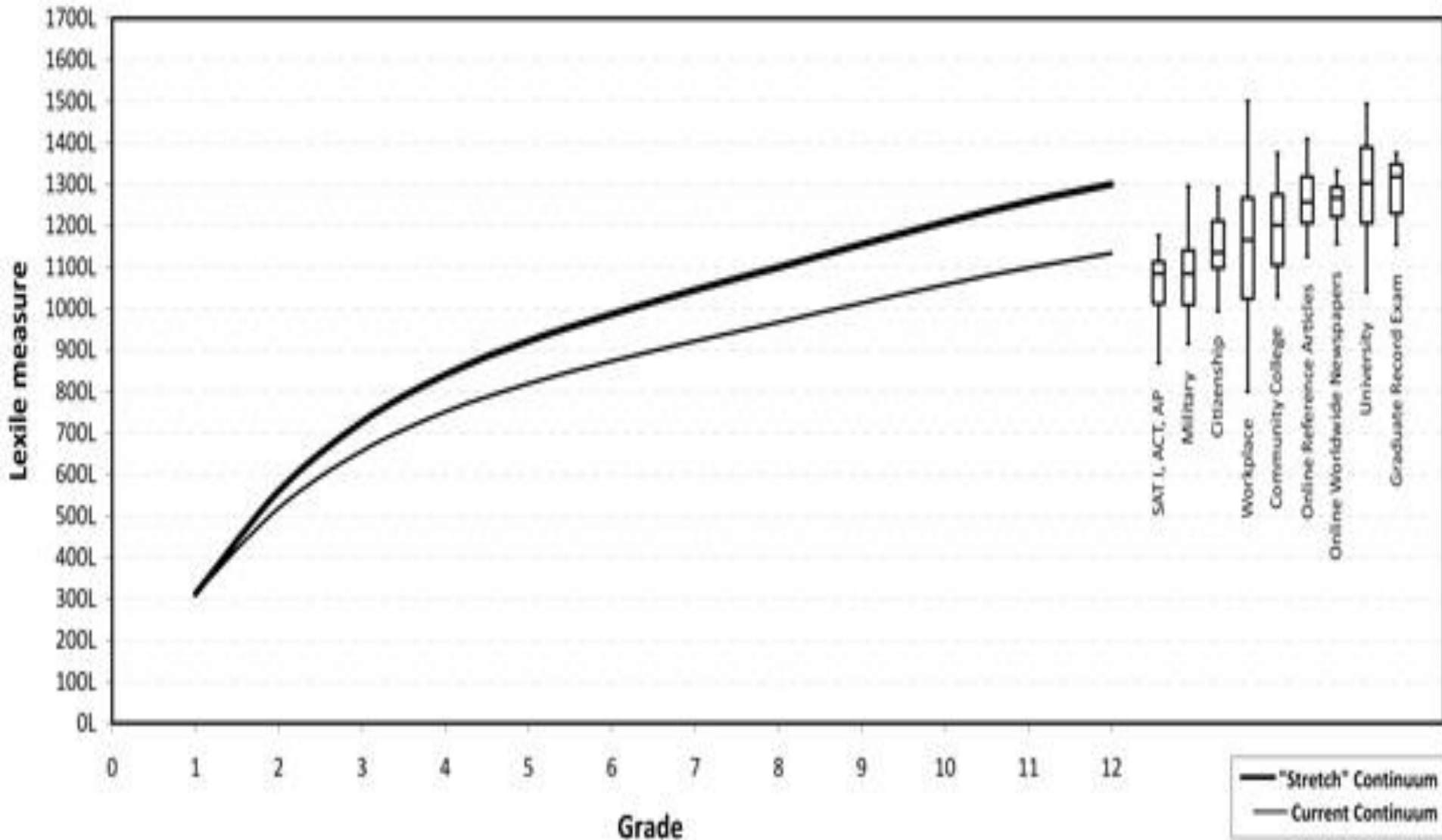


Text Complexity

Grade Band	Current Lexile Band	“Stretch Lexile Band”
K-1	N/A	N/A
2-3	450L-725L	420L-820L
4-5	645L-845L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1115L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

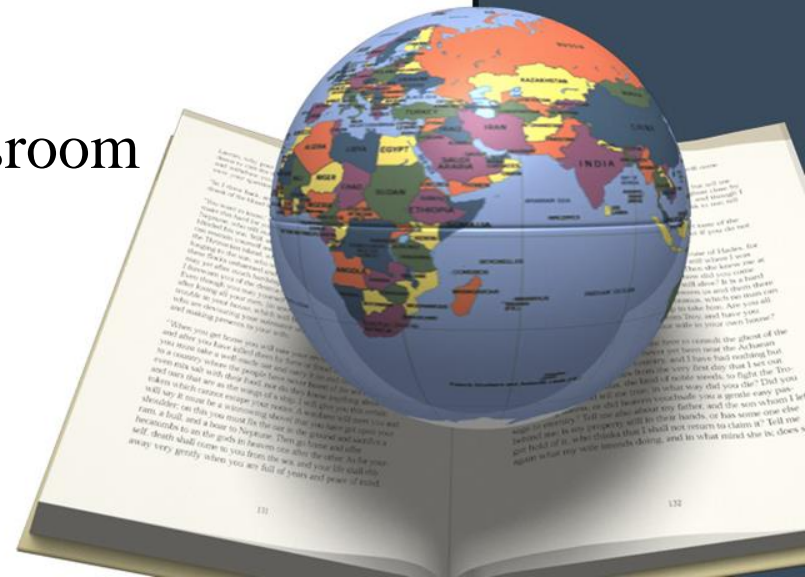


Why Use Lexiles?



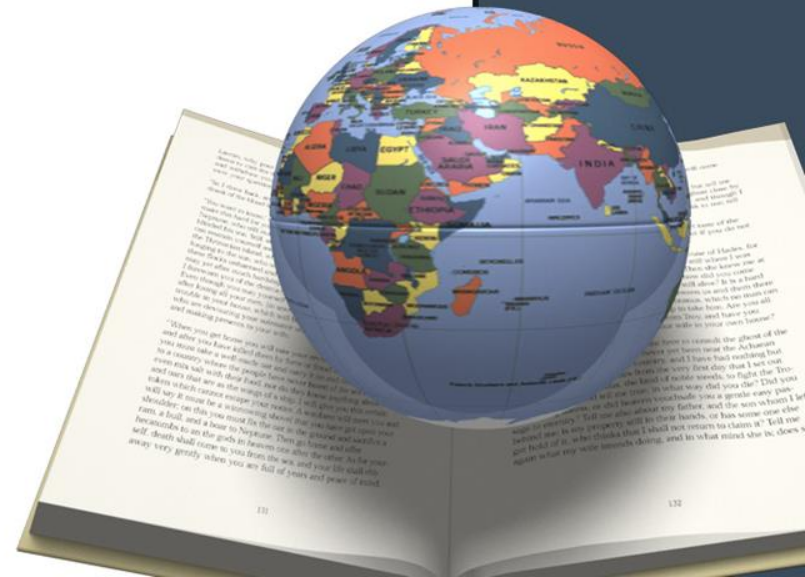
Lexiles allow teachers to...

- Set measurable goals
- Monitor reading progress
- Help students set goals for themselves
- Make parents partners to the classroom



Teachers can use Lexiles to match fiction and non-fiction material to students' abilities and thus promote learning of all subjects.

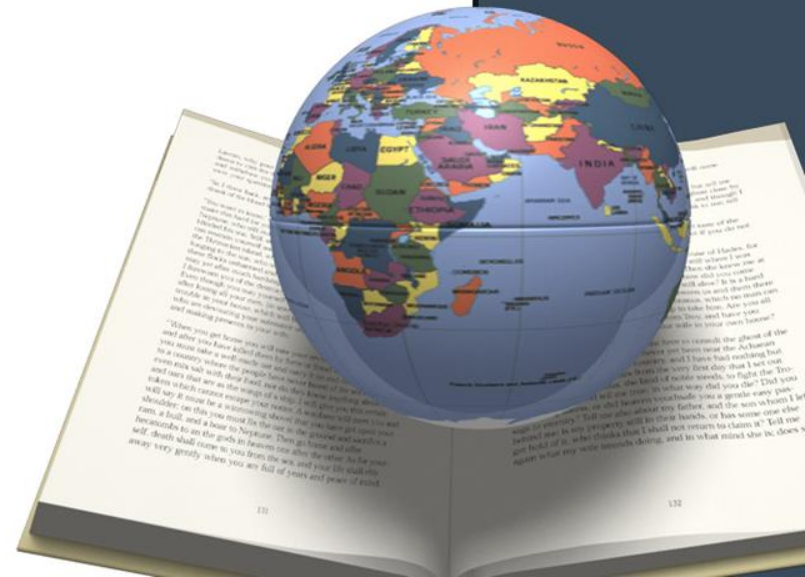
- Avoid student frustration
- Improve comprehension
- Tailor reading lists for reader challenge
- Build Lexiled classroom libraries to enhance thematic units



Media Center & Public Library

Media specialists and librarians can assist classroom instruction by:

- Helping tailor individualized/classroom reading lists
- Partnering with local public libraries
 - Teacher creates reading lists
 - Public library compiles books for pick-up





The Lexile® Framework for Reading

Quick Book Search:



[Advanced Search](#)

Put an exact title or author in quotes (ex: "new moon")

About Lexile Measures

Using Lexile Measures

Common Core

Lexile Tools

Lexile Training



Lexile Measures and the Common Core State Standards

The Common Core Standards stress the importance of text complexity in assessing college and career readiness. They offer Lexile bands by grades to guide students to increasingly complex texts as they prepare for postsecondary reading demands.

[Search for Books Now](#)

More Information about the Lexile Framework

[Common Core Standards and Lexile measures](#)

[Common Core Standards and Text Complexity](#)

[Text Complexity Grade Bands and Lexile Bands](#)



Find the Right Book for You!

Enter your Lexile measure, select your interests, and find books you'd like to read!

[Looking for Spanish books?](#)



[Find a Book](#)

Step 1: Enter Lexile Measure or Grade

My Lexile measure is

Lexile Measure:

 L

Lexile Range:

 L to L

[Submit](#)

Or

I don't know my Lexile measure

My Current Grade is:

Kindergarten ▼

- ☐ I find the books I read for school difficult.
- ☐ I find the books I read for school just right.
- ☐ I find the books I read for school easy.

Step 2: Select Interests Categories

Please select one or more interests below. Click the [+] button to view and select subcategories. You will be able to refine your selection(s) later on.

[All Categories](#) | [Deselect Categories](#)

☐ Adventure [\[+\]](#)

☐ Military [\[+\]](#)

☐ Animals [\[+\]](#)

☐ Music, TV, Movies, & more [\[+\]](#)

☐ Art [\[+\]](#)

☐ Mystery [\[+\]](#)

☐ Biography [\[+\]](#)

☐ Nature [\[+\]](#)

☐ Business & Law [\[+\]](#)

☐ Philosophy [\[+\]](#)

☐ Fairy Tales, Myths, & Folktales [\[+\]](#)

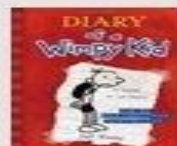
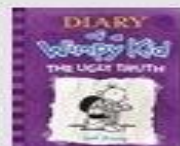
☐ Reference & Languages [\[+\]](#)

☐ Family, Childhood, & Education [\[+\]](#)

☐ Religion & Beliefs [\[+\]](#)

800L to 1300L Current Lexile Range

Change



60 available books

results per page

20

sort by

Targeted Reading

**Bull Run to Gettysburg**

by Nardo, Don

After the first shots of the Civil War were fired in 1861, both sides thought victory ...

Pages: 64 | Ages: 11 to 13

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ISBN13: 9780756543686

**Reconstruction**

by Ferguson, Michael; Fitzgerald, Stephanie

When the Civil War finally came to an end after four long years, it had cost ...

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by Nardo, Don

After the first shots of the Civil War were fired in 1861, both sides thought victory ...

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ISBN13: 9780756544140

**Civil War to the Last ...**

by Lee, William

A multicultural history of the United States, from 1850 to 1880, focussing on the events before, ...

Pages: 96

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**What They Didn't Teach You ...**

by Wadsworth

Informative and entertaining. —Publishers Weekly

Pages: 352

FIND IN A LIBRARY

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ISBN13: 9780891415961

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Age Range

Age(s): 0 to Adult

Lexile Filter

Lexile range: 800L to 1300L

Bibliographic Filters

Keywords: civil war (exact)

Categories

History & Social Studies [Remove](#)[Change category selections](#)

Keywords

civil war

Book Type

- ☐ Juvenile fiction
- ☐ Juvenile nonfiction
- ☐ Fiction
- ☐ Award winners
- ☐ Books in series

Lexile Code

- ☐ AD (Adult Directed)
- ☐ GN (Graphic Novel)
- ☐ HL (High-Low)
- ☐ IG (Illustrated Guide)
- ☐ NC (Non-Conforming)
- ☐ NP (Non-Prose)

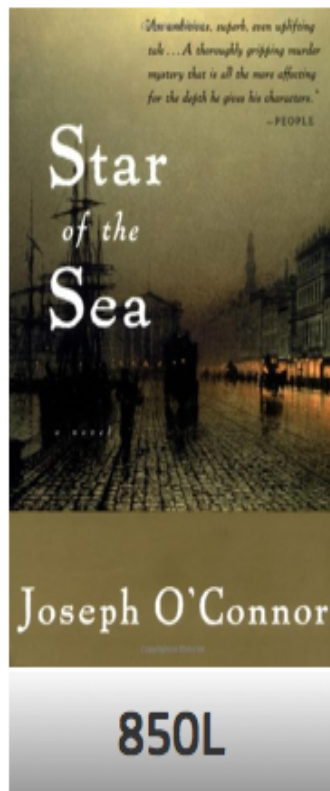
Page Count

- ☒ No Limit
- ☐ Less than 48 pages
- ☐ 48 to 108 pages
- ☐ Over 108 pages

Language

- ☒ English
- ☐ Spanish
- ☐ Bilingual

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Star of the Sea

Author: O'Connor, Joseph

Page count: 432

Publisher: Houghton Mifflin Harcourt ...

Copyright: 2002

ISBN: 0156029669

ISBN13: 9780156029667



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Summary:

In the bitter winter of 1847, from an Ireland torn by famine and injustice, the Star of the Sea sets sail for New York. On board are hundreds of refugees, some optimistic, many more desperate. Among them are a maid with a devastating secret, the bankrupt Lord Merridith, his wife and children, and a killer stalking the decks, hungry for the vengeance that will bring absolution. This journey will see many lives end, others begin anew. Passionate loves are tenderly recalled, shirked responsibilities regretted too late, and profound relationships shockingly revealed. In this spellbinding tale of tragedy and mercy, love and healing, the farther the ship sails toward the Promised Land, the more her passengers seem moored to a past that will never let them go. As urgently contemporary as it is historical, this exciting and compassionate novel builds with the pace of a thriller to a stunning conclusion.

Awards:

New York Times Notable Books of the Year (Won, 2003)

American Library Association Notable Books (Won, 2004)

Galaxy British Book Awards (Nominated, 2004)

Categories

Fiction



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1370L

Mean Sentence Length

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Word Count

336

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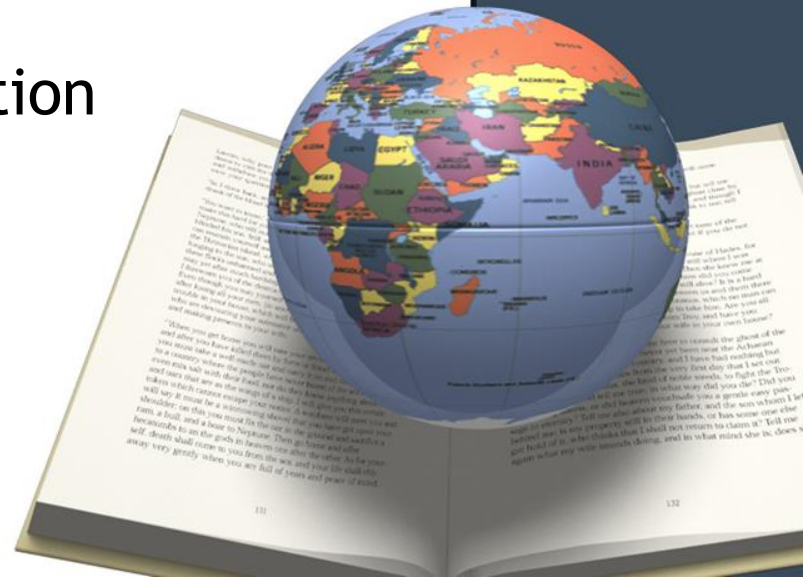
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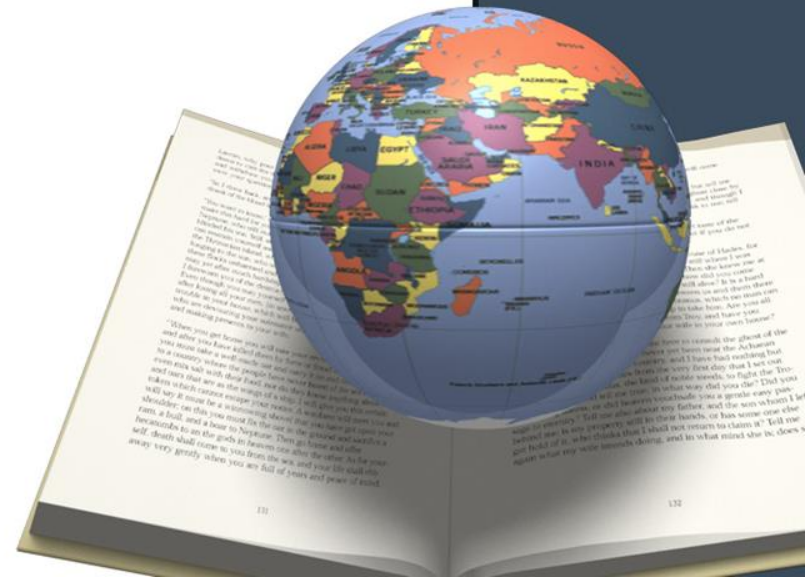


Lexile Sources

- The Lexile Framework for Reading
<http://www.lexile.com>
- Common Core State Standards Initiative
<http://www.corestandards.org/>
- Georgia Department of Education
<http://www.gadoe.org>



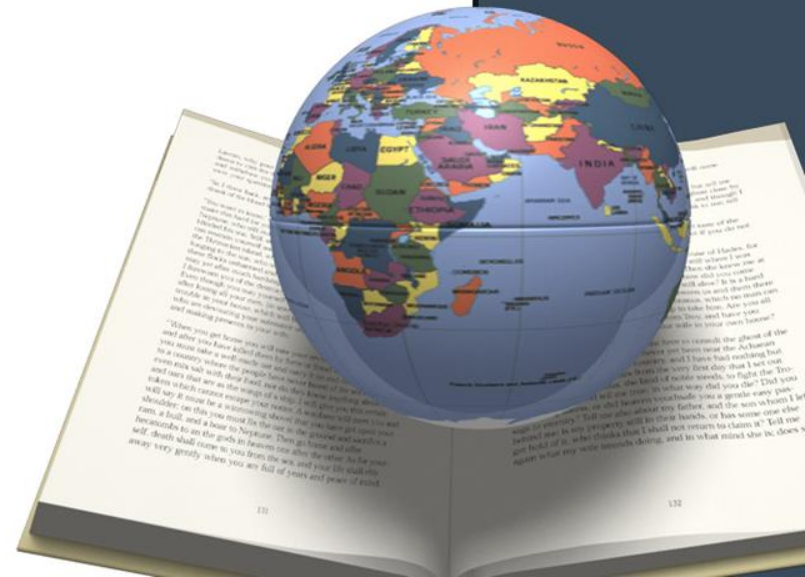
Strategies



Possible Sentences

complex text	academic vocabulary
text-based evidence	literacy standards
integrated	building knowledge
tasks	College and Career Readiness

Write four sentences. Use two of the above words in each sentence until all words are gone.

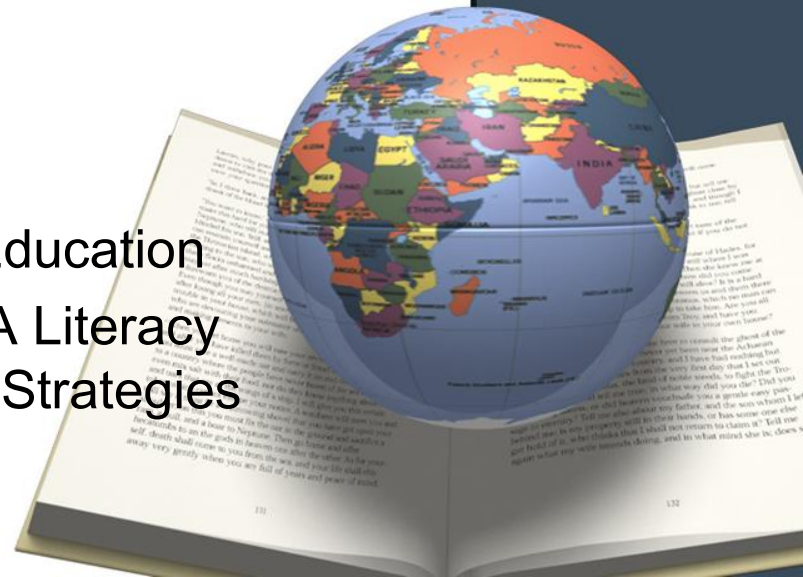


Literacy Strategies Jigsaw

1. Establish a home group.
2. Count off within home group 1-6.
3. Read silently and begin activity on your own.
4. Find “expert group” and complete activity together.
5. Return to home group and share results. Take notes based on what you hear.

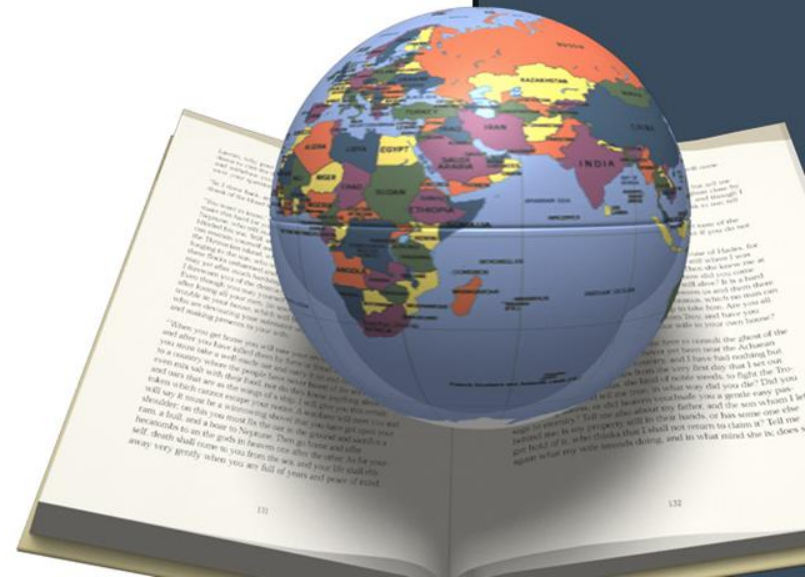
[Literacy Wiki](#) - Georgia Department of Education

- [Multiple Resources](#) – see CSR RESA Literacy Prez.ppt from 10-11-12 and Literacy Strategies Packet just below.



Expert Groups

- 1s: Reciprocal Teaching (p. 1)
- 2s Close Reading (p. 5)
- 3s Anticipation Guide (p. 7)
- 4s Squeepers (p. 11)
- 5s Key Concepts (p.13)
- 6s History Events Chart (p. 16)
- 7s Opinionaires (p.18)
- 8s Exit Slips (p. 20)
- 9s Annolighting Texts (p. 21)
- 10s Four Corners (p. 24)
- 11s They Say, I Say (p. 25)



Close Reading

Close reading has five levels/elements:

Paraphrase the text sentence by sentence (by chunks)

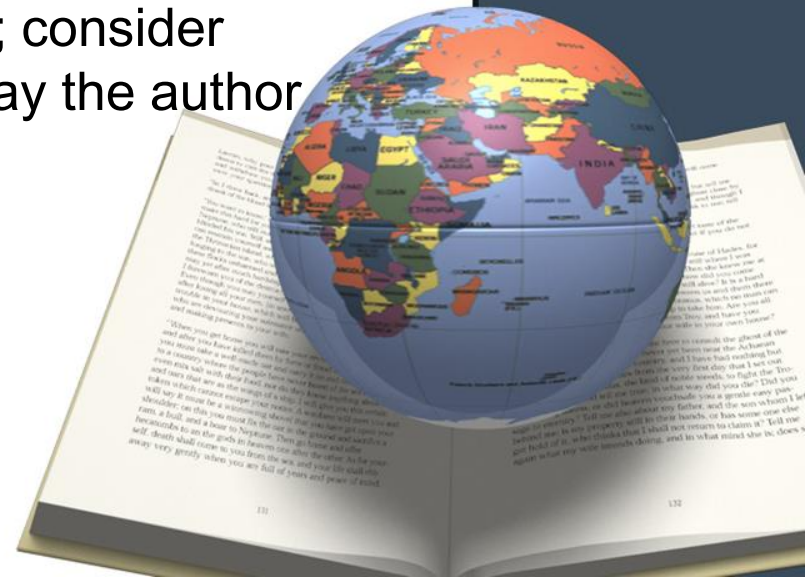
Summarize a piece of text, paragraph by paragraph

Analyze the text (purpose, questions, information, inferences, concepts, assumptions, implications and point of view)

Evaluate the text (clarity, precision, accuracy, logic, breadth, relevance, significance, and fair-mindedness)

Place yourself in the position of the author; consider another's perspective by thinking the way the author might think

Video on [Close Reading](#)



Place for Argument

While all three text types are important, the Standards put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as the ability is critical to college and career readiness. English and education professor Gerald Graff (2003) writes that "argument literacy" is fundamental to being educated. The university is largely an "argument culture." Graff contends; therefore, K-12 schools should "teach the conflicts" so that students are adept at understanding and engaging in argument (both oral and written) when they enter college. He claims that because argument is not standard in most school curricula, on 20% of those who enter college are prepared in this respect. Theorist and critic Neil Postman (1997) calls argument the soul of an education because argument forces a writer to evaluate the strengths and weaknesses of multiple perspectives. When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required: students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclaims in opposition to their own assertions.



How Can Parents Help Prepare Their Child/Children for the CCSS?

Be an active participant:

Talk about the importance of graduating high school

Know what is happening in the classroom and how you can help:

Communicate with your child and the child's teacher(s)

Attend school board meetings and be active in supporting the schools (school governance, PTA/PTO)

